

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 13 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	24	16	40	6	16	10	26
K	12	12	24	7	14	5	19
1	15	11	26	8	24	17	41
2	9	9	18	9			0
3	11	12	23	10			0
4	8	19	27	11			0
5	18	14	32	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							276

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 2 % Asian
 8 % Black or African American
 2 % Hispanic or Latino
 1 % Native Hawaiian or Other Pacific Islander
 83 % White
 4 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1.	280
(5)	Total transferred students in row (3) divided by total students in row (4).	0.025
(6)	Amount in row (5) multiplied by 100.	2.500

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 5

Number of languages represented: 4

Specify languages:

Polish, Russian, Lithuanian, Spanish.

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 20 %

Total Number of Students Served: 56

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>2</u>
Special resource teachers/specialists	<u>2</u>	<u>6</u>
Paraprofessionals	<u>0</u>	<u>4</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>19</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	96%	97%
Daily teacher attendance	97%	97%	98%	99%	99%
Teacher turnover rate	6%	12%	7%	14%	17%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teacher turnover rate reflects retirement, reduction in staff due to student enrollment, and reduction in classes offered.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Saint Ann School in Lawrenceville, New Jersey, reflects the spirit of service, spirituality, and community that has animated its host parish of Saint Ann Church since its foundation in 1937. The original church was built with the hands of parishioners who borrowed a team of horses, dug the cellar, and laid the foundation. Similarly, the school was established 45 years ago through the philanthropy and fundraising of parish families, who then gathered weekly to pray for the arrival of nuns to staff the school. The participation of families and the dedication to service have remained integral to the success of Saint Ann School and its mission of providing a high-quality, faith-filled education.

Parents are deeply involved in carrying out the school's commitment to spirituality and service. Each year, they involve students and their families in a wide range of service projects: making lunches for the homeless through the Helping Hands program, conducting a Thanksgiving food drive, holding raffles for the Holy Childhood Association and the Sunshine Foundation (last year they funded 10 airplane seats to Disney World), and making blankets for homebound parishioners. Each December under parental guidance, the upper grades host an Advent Day of Giving, at which they welcome children from HomeFront (a local homelessness prevention organization) for lunch, games and sporting activities, and "shopping" for donated gifts that the children can give to their family members for Christmas. The school's Drama Club continues the service theme by holding a charity raffle at each of its shows and by providing free tickets for HomeFront children to attend the club's spring musical. And the school's Confirmation candidates devise and conduct their own service projects as part of their preparation for the sacrament. By active participation in works of mercy throughout the school year, we affirm Christ's message to love and serve our neighbor.

Like all strong schools, Saint Ann School is bolstered by a vibrant PTA. Even there, involvement is especially active. In addition to a full complement of fundraising programs throughout the year, parents run the lunch room every day to relieve teachers, they organize the student newspaper club, they paid for and installed the school's playground equipment, and they purchased equipment for a new technology lab as well as SMART Boards for the classrooms.

The parents' commitment is more than equaled by the dedicated faculty of Saint Ann School, a Middle States-accredited parish school within the Diocese of Trenton. They are teachers and role models who envision their daily work not as a job but as a mission of the Catholic Church. They teach enthusiastically and nurture their students to strive for academic excellence, to proclaim and live the Good News, and to become exemplary Christian leaders and citizens. All of our teachers are state-certified, and many have or are working toward advanced degrees. Their continuing education includes the Diocesan requirement of 12 hours of spiritual development and the state requirement of 20 hours of professional development. Recent evidence of the faculty's effectiveness in preparing students for academic achievement came last fall when the local Catholic high school inducted fully half of the junior class's Saint Ann graduates into its National Honor Society chapter.

The curriculum, based on both diocesan guidelines and the state's core curriculum standards, includes a fine arts program (music, art, drama, and choir chimes), an accelerated Math program, Latin instruction for our sixth, seventh, and eighth grade students, and a school-wide sustainability curriculum. The school also provides extracurricular activities and athletic experiences to further develop the whole child. To assist working parents, Saint Ann's also offers an extended care program for children both before and after normal school hours.

The faculty, staff, and parents of Saint Ann School are devoted to preparing young people for a fruitful life. Working in partnership, we help students discover their own unique gifts, enable them to develop these talents to their fullest potential, and challenge them to serve the larger community in meaningful ways.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

As mandated by the Diocese of Trenton, Saint Ann School administers the Terra Nova, Second Edition, Complete Battery, which is a nationally norm-referenced test. All students in grades two to eight are tested each year during the month of March. The reading section measures a variety of objectives such as basic understanding, word meaning, analyzing text, and evaluating. The math section assesses such objectives as patterns, functions, numbers, geometry, and algebra. Saint Ann School also administers the Terra Nova In View Section to all fourth and seventh grade students. The In View is a test of cognitive ability. These assessments provide an overview of a student's academic progress as well as the performance of the school as a whole unit.

Using the National Percentile (NP) of the Mean Normal Curve Equivalent (MNCE) for the Student Percentile Equivalent for the 90th School Percentile (Column 2) for the Terra Nova, it has been determined that the eighth grade class of Saint Ann School achieved at a level above the minimum scores required. That class achieved NP of the MNCE scores of 84 in reading and 87 in mathematics. These are well above the cutoff points of 77 for both reading and mathematics. NP of the MNCE numbers are based on the most recent eighth grade class test scores, dated 3/9/09.

These results are consistent with results achieved the four previous years (grade levels four through seven) by the target group in both reading and mathematics. It is also noted that, over those five years, there has been a gradual increase in the distance, in a positive direction, from the cutoff score to the actual score when using NP of the MNCE numbers and the Student Percentile Equivalent for the 90th School Percentile Table (Terra Nova). This would indicate that these students are achieving at an ever higher rate over the years tested.

On examination of data for current grades four through eight, the same pattern is evident with the exception of current grade five. On this level, the NP of the MNCE in mathematics was slightly below the cutoff point in the third grade year but rose to the cutoff the following year. In reading, the MNCE was below the cutoff for both years tested. While this group's scores show them to be achieving at a lower level than previous classes, they do appear to be following the same pattern of gradual increase in math scores in relation to the NP of the MNCE numbers.

While test data is available for testing done in grade two, there is no cutoff point number in the School Mean Scale Score Table against which to measure achievement levels below grade three.

2. **Using Assessment Results:**

Terra Nova provides comprehensive results about individual, group, and school performance. At Saint Ann School the information provided in Assessment Summary reports is one factor used in developing improved instructional plans. The results are also a key instrument in keeping parents informed of their child's progress. Testing all grades at the same time each year allows the school, teachers, and parents to track growth over time.

In respect to the individual student, the results give each educator an academic profile that can be used as one indicator to determine a child's strengths and weaknesses. It can help determine if a child is achieving at, above, or below his or her potential. When combined with other classroom performance, it can indicate when a student should be recommended for evaluation and supportive services. Individual objective reports can identify a child who might need additional help in a specific skill. Students who demonstrate superior achievement in the area of mathematics on the test are recommended for the school's Advanced Math

program. Individual students who achieve at or above the 95% level on the test are invited to participate in the Johns Hopkins Talent Search.

Teachers get insight into the strengths and weaknesses of their group. This is especially helpful at the beginning of a new school year. Instructors use results to help establish where more or less emphasis is needed in the curriculum for their particular class. Teachers are able to plan the appropriate pace of instruction for a specific group.

Test results are used by the faculty to determine the effectiveness of instruction over the past year and to make adjustments to improve effectiveness for the next year. Testing information has been used to help in the selection and purchase of curriculum materials. Staff development and in-service training targeted to help the faculty improve in specific areas of weakness has also been a result of assessment analysis.

3. Communicating Assessment Results:

Each year when Saint Ann School receives assessment results, they are first shared with the educational staff at a faculty meeting. The testing coordinator presents and explains results to teachers. Time is allotted for discussion regarding changes over the previous year's results and any specific school-wide weaknesses that need to be addressed. The principal and faculty modify, amend, and adjust focus and methods to help alleviate any perceived weakness in the academic program.

Classroom teachers receive copies of each student's results. Remedial and support instructors are given copies that are pertinent to the students with whom they work. During the ensuing weeks, each teacher has the opportunity to identify specific areas of strength and weakness in their class unit and individual students in order to formulate an action plan to meet those needs.

At Saint Ann School we believe that parents have a right to be apprised of their child's progress. Each May they are sent a copy of their child's Terra Nova results that are formulated by CTB/McGraw Hill. These contain percentile levels for each area with an explanation of how their child performed compared to the national norm.

Saint Ann School must submit results to the Office of Catholic Schools at the Diocese of Trenton. This office reviews the scores of all schools in the diocese and compares the performance of Saint Ann with other schools. The diocese then makes recommendations to the school based on these results. This information is shared with parents, the school board, and the community at large through the School Profile Sheet, parish bulletin, and school website.

It must be remembered that standardized testing is only part of the assessment communication that takes place over the school year between school, teacher, and parent. Formal report cards are sent home at the end of each trimester. Detailed progress reports chart progress at the midpoint of each trimester. Formal conferences are scheduled during the fall trimester. Parents may request a conference with a teacher or the principal at any time during the year to discuss their child's progress and/or strategies to meet that child's needs. Teachers are also accessible via school email and voicemail.

4. Sharing Success:

Saint Ann School is proud of the accomplishments of all its students. As a result, we want to communicate that information with the school, parish, and community.

Saint Ann School shares its successes with other schools within the community. The principal and faculty regularly meet with peers at local and diocesan professional development meetings. These workshops present

opportunities to discuss and exchange ideas and share successes on a variety of topics. These sessions allow time for educators from different schools and settings to work together to help find solutions to common problems and to keep up with current educational trends and innovations.

The principal serves on accreditation teams for the Middle States Association of Colleges and Schools' Commission on Elementary Schools. Educators and other professionals are welcomed at our school and given the opportunity to observe our classes in session. We are happy to share our expertise with them.

Saint Ann School students participate in the National Geographic Geography Bee, Trenton Times Spelling Bee, Trenton Catholic Academy Scholastic Olympics, Johns Hopkins Talent Search, and Congressional Youth Leadership Council, and winners of the school science fair are invited to participate in the Rider University Science Competition.

Student work is displayed throughout the halls of the school and parish center. A walk through these buildings showcases works as diverse as collages, animal habitats, gingerbread houses, Latin family trees, and solutions to vertical motion problems. Our students are on school and CYO teams for basketball, soccer, track, and cross country.

Nearly 80 students (more than one-third of all eligible students) take part in the school's Drama Club, open to all students in grades 2 through 8. Twice a year - a spring musical and a fall production of Dickens' "A Christmas Carol" - they are given the opportunity to perform either in the cast or on the stage crew. To ensure that every interested student gets time on the stage, two full casts are rehearsed and perform each spring show.

In addition to the Drama Club shows, the entire student body participates in two musical programs that are open to the public. Open House sessions that are held during school hours welcome visitors and afford them a sense of who we are and what we do on a daily basis. Several publications, including a student newspaper, yearbook, parent publication, and principal's monthly newsletter, highlight student achievement. Our successes are also publicized by the school marketing committee in parish bulletins and local papers.

Blue Ribbon status would afford Saint Ann School the opportunity to continue to share and celebrate our students' achievements in these ways and to build on them to ensure future success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Religion is an integral part of the daily life at Saint Ann School. The mission of Saint Ann School is to provide a peaceful, caring Christian environment, to recognize the God-given talents in all, and to ensure that religious values guide all aspects of the curriculum. Through daily prayer and formal religious instruction, the message of Jesus is revealed. Classes take turns preparing monthly liturgies, work on service projects for the poor, and participate in "Prayer Partners" activities throughout the school year.

The mathematics curriculum focuses on the mastery of basic skills including number relations, computation, measurement, geometry, and problem solving. Texts are supplemented with audio-visual materials, manipulatives, and technology. Group work is used to develop teamwork and to provide additional opportunities for students to master concepts. Accelerated math class is offered to high-achieving students beginning in fifth grade. Upon successful completion of Algebra 1 in eighth grade, many of these students are accepted into advanced math programs in high school.

The needs of the diverse community of learners at Saint Ann's are met through the use of a multimedia, inquiry-based science curriculum. Hands-on is the primary method of instruction and is made simpler through a dedicated science lab and classroom. Students participate in an annual science fair utilizing knowledge of the scientific method to answer questions of interest.

Students study geography, history, cultures both past and present, economics, and government in order to see their part in the United States and in the interconnected global society. Current events are also used as instructional opportunities to show the relationships between past and present. Seventh and eighth graders study United States history and are taught the critical skills of note taking, map skills, and research using technology.

The focus of the art curriculum is to provide an environment in which creativity is nurtured through projects dealing with Art history, criticism, production, and Aesthetics. Students are afforded the opportunity to express ideas through the use of various media and techniques. The program introduces students to other cultures and to an understanding and appreciation of art.

The music curriculum at Saint Ann School is designed to promote active music-making through graded methods in vocal production, movement, playing pitched and unpitched percussion instruments, use of speech in rhythmic and dramatic contexts, and improvisation. Two- and three-part choral singing draws the student body together in single and multi-grade performance at school programs, assemblies, and Mass.

The physical education curriculum provides an atmosphere in which all students are motivated to excel within their individual potential. Concentration at all levels is placed on healthy lifestyles along with group cooperation and good sportsmanship. Students also participate in monthly health classes.

Latin is taught twice weekly to students in the middle school (grades six, seven, and eight). Students are immersed in Latin vocabulary and grammar lessons while also studying Roman history and culture. Latin allows students to build their English, grammar, and reading comprehension skills, which lead to improved writing and communication. Latin also aids students in the study of descended languages such as Spanish, Italian, and French, and helps with understanding scientific and legal terms. Saint Ann School is in compliance with the CAPE program's foreign language requirements.

In recognition of the global nature of today's society and in keeping with the United Nations declaration of the Decade for Sustainability in Education, Saint Ann School has implemented a plan for integrating sustainability into the school curriculum. This curriculum is presented in the classroom and in all enrichment classes. Through weekly technology class, each student participates in projects designed to integrate economic, environmental, and social aspects of sustainability.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The reading curriculum is integrated within language arts. The program is designed to develop highly literate and self-confident students who are comfortable using language as a tool. Integrated Language Arts (ILA) pervades the entire curriculum from preschool through eighth grade. Rather than being looked at as separate subjects, reading and writing are infused in the entire curriculum. The importance of reading begins at the preschool level through story time and the "Letter of the Week." From kindergarten through eighth grade, students have 90 minutes of ILA daily. The ILA curriculum includes spelling, vocabulary, English, and reading. The program is designed to meet the individual needs of the learner and to develop the skills necessary to communicate orally and in writing. A variety of materials, strategies, techniques, and procedures allow for flexibility within the classroom. For example, more advanced students are challenged to select more difficult books for book reports while all students are challenged to improve their reading and writing skills.

The primary grades use reading centers to challenge all students while ensuring mastery of basic skills. As with the math program, a spiral approach is used to ensure mastery of skills while providing opportunity for remediation. The five-step writing process begins in kindergarten. The emphasis on writing continues in the upper grades, where students journal daily using teacher-provided prompts. Students in grades six to eight write research papers on historical events that are graded for content, style, and form. These research projects are increasingly complex, preparing students for the rigors of high school.

3. Additional Curriculum Area:

Technology has been infused into all subject areas and grade levels at Saint Ann School. While taught as a separate subject once per week, technology is no longer a stand-alone subject; it permeates all curriculum areas. Teachers use technology to support learner-centered strategies that address the diverse needs of students and develop higher order thinking skills and creativity. Every effort is made to ensure that the education provided at Saint Ann's is relevant to 21st century learners.

Throughout the day technology is used in ILA and other classes to supplement and enhance the existing textbooks and other resources. Students can be regularly seen working on classroom computers or using laptops to create PowerPoint presentations or conduct research. Book reports are commonly presented via the SMART Board, allowing students the opportunity to become familiar with the technology while becoming comfortable with public speaking.

Rather than learning individual programs, students learn to use many programs to complete a project. Some examples of these projects are: digitally reporting environmental cycles and issues; creating an imaginary business, developing databases and financial spreadsheets, publishing marketing materials, designing a web page, and producing a video commercial; and researching and presenting the history of the 1920s, '30s, and '40s.

In addition to classroom instruction, middle school students use technology to produce an end-of-the-year slide show, eighth graders design and produce the school yearbook, and student council members create a slide show to encourage participation in service projects.

4. Instructional Methods:

The Saint Ann School curriculum is comprehensive and designed to optimize learning. Teachers use a wide variety of instructional techniques to meet the needs of all students. Differentiated instruction is a way of life and is used to ensure that all students are able to achieve their greatest potential. In recent years, in-service workshops have focused on how to reach all students using a variety of strategies and emphasizing multiple intelligences. Providing rich and varied learning experiences, and presenting information through multiple modalities, will lead students to perform at a higher level. The teachers at Saint Ann's use the key principles of Universal Design for Learning by providing multiple means of representation, expression, and engagement, thereby maximizing learning opportunities for every student. The teachers create this environment through the use of textbooks, manipulatives, graphic organizers, cooperative learning groups, supplemental materials, computers, and SMART Boards.

Because students learn differently, they may also need different methods to showcase their learning. Assessment tools include traditional tests, projects, performance assessments, presentations, and portfolios. The emphasis is on assessment for learning, so the assessment strategies are designed to evaluate the child in light of his or her learning style. Providing varied opportunities for students to demonstrate their knowledge and skills is an integral part of the instructional process at Saint Ann's and a key ingredient in identifying learning gaps. Teachers regularly re-teach concepts that prove to be difficult for students.

Students requiring ancillary help are provided with individualized instruction or additional support, including compensatory, supplementary, and speech education. These students are identified through standardized testing or teacher recommendations. Once identified, students may receive pull-out or in-class assistance from a certified support teacher.

Guests can regularly be seen in the building sharing their talents and expertise. It may be a guest reader for the lower grades or a parent who works as a scientist conducting a science lab for a middle school class. Parents are encouraged to be actively involved in their child's education and connect the classroom to the real world. The administration and faculty of Saint Ann School believe that building strong collaborative relationships with parents contributes to student success.

5. Professional Development:

In order to create a school full of lifelong learners, teachers must serve as role models. Ongoing professional development is essential in maintaining and encouraging new ideas and strategies. Teachers regularly attend workshops designed to learn new skills or update their skills. In addition, teaching innovations are regularly discussed at staff meetings.

The principal chooses a theme for faculty staff development each year. Several speakers are hired to present workshops throughout the year on the chosen theme. School and teacher goals for the school year also incorporate the theme. Anti-bullying programs, engaged learning and multiple assessments, differentiated instruction, and writing across the curriculum are recent themes.

To help focus professional development, teachers each year identify three personal improvement goals in the areas of religion, technology, and academics. An implementation plan and assessment are included and reviewed at the end of each year. Recently, PD360, Professional Development on Demand, has been added as a tool for teachers to personalize their professional development and to continue as active learners. Teachers are also encouraged to attend workshops through the local school district or at private educational facilities. Grants are available to fund these activities as well as an annual stipend from the PTA for professional development. A number of teachers are pursuing advanced degrees.

Staff development is welcomed by the faculty who continually seek new ways to challenge and motivate our students. Professional growth is a high priority at Saint Ann's, enabling the faculty to continually update the methods and materials that strongly reflect the school's commitment to providing a first class, faith-based education.

6. School Leadership:

The pastor is the chief administrative officer of the parish educational program. In this capacity the pastor is the director of the parish school, responsible for defining, promulgating and administering the basic policies by which the school functions. The pastor delegates the immediate direction of the school and its instructional program to the principal. Assisting both the pastor and the principal, and acting as the governing body of the school, is the Saint Ann School Board. The school board is involved in the development of goals and yearly objectives. Board members formulate policies, approve the educational budget, and ensure that local, state, and diocesan policies are implemented and followed. The school board is also charged with the establishment of yearly tuition rates and fees.

The principal, along with the faculty, establishes policies that are rooted in the Gospel message. When meeting with parents, faculty, and prospective teachers, the principal discusses and emphasizes the philosophy and the religious nature of the school. The principal strives to set a tone in the building that reflects a Catholic Christian community of faith.

The curriculum and instructional methods of Saint Ann School are designed to meet the needs of every child in the school. The principal, with the help of curriculum coordinators, is responsible for the development of curriculum. Using Diocesan Curriculum Guidelines and awareness of current trends, the principal and faculty work diligently to select materials that will be most beneficial to the students. Additionally, the principal strongly encourages the use of cooperative learning strategies, technology, and multiple intelligences as part of a well-balanced classroom in which all learners are engaged and able to realize success. The principal ensures the use of such diverse methodologies in the classroom through regular informal and formal observation.

In an effort to provide the faculty every support possible in this important endeavor, the principal arranges for appropriate in-services, encourages regular use of PD360, and provides informative articles, pamphlets, and other resource materials to all faculty members. Funds are budgeted yearly for these programs and workshops.

The faculty's opinion is sought and considered in the process of planning and change. Faculty members are encouraged to suggest innovative changes. Issues regarding policies and procedures are often reviewed, updated, or changed, based on faculty observation and input.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3775</u> K	<u>\$3775</u> 1st	<u>\$3775</u> 2nd	<u>\$3775</u> 3rd	<u>\$3775</u> 4th	<u>\$3775</u> 5th
<u>\$3775</u> 6th	<u>\$3775</u> 7th	<u>\$3775</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$0</u> Other				

4. What is the educational cost per student? \$ 5040 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1200
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
0 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
4 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2 Test: Terra Nova

Edition/Publication Year: Second Edition, 2001 Form C Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	70	64	74	78
Number of students tested	25	28	33	34	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 2 Test: TerraNova

Edition/Publication Year: Second Edition, 2001 Form C Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	68	83	70	76	71
Number of students tested	25	28	33	34	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 3 Test: TerraNova

Edition/Publication Year: Second Edition, 2001 Form C Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	69	79	88	82
Number of students tested	20	31	32	17	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 3 Test: TerraNova

Edition/Publication Year: Second Edition, 2001 Form C Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	75	77	78	79
Number of students tested	20	31	32	17	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 4 Test: TerraNova

Edition/Publication Year: Second Edition, 2001 Form C Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	81	86	83	76
Number of students tested	33	28	12	45	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 4 Test: TerraNova

Edition/Publication Year: Second Edition, 2001 Form C Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	74	76	80	79
Number of students tested	33	28	12	45	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 5 Test: TerraNova

Edition/Publication Year: Second Edition, 2001 Form C Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	88	79	76	80
Number of students tested	23	14	42	28	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 5 Test: TerraNova

Edition/Publication Year: Second Edition, 2001 Form C Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	80	86	87	90
Number of students tested	23	14	42	28	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 6 Test: TerraNova

Edition/Publication Year: Second Edition, 2001 Form C Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	78	84	82	82
Number of students tested	18	45	30	33	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 6 Test: TerraNova

Edition/Publication Year: Second Edition, 2001 Form C Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	80	85	87	83
Number of students tested	18	45	30	33	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 7 Test: TerraNova

Edition/Publication Year: Second Edition, 2001 Form C Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	86	84	89	86
Number of students tested	44	30	31	30	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 7 Test: TerraNova

Edition/Publication Year: Second Edition, 2001 Form C Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	89	88	87	84
Number of students tested	44	30	31	30	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 8 Test: TerraNova

Edition/Publication Year: Second Edition, 2001 Form C Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	91	90	86	83
Number of students tested	28	28	28	40	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 8 Test: TerraNova

Edition/Publication Year: Second Edition, 2001 Form C Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	92	88	84	83
Number of students tested	28	28	28	40	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes: